

Landrum Junior High

104 Redland Rd
Landrum, SC 29356

Grades 7-8 Middle School

Enrollment 156 Students

Principal Crystal McSwain 864-457-2629

Superintendent Dr. Jimmy Littlefield 864-472-2846

Board Chair Mr. Phillip Mosley 864-472-2846

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	23	9	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No
2006	Average	Unsatisfactory	Yes

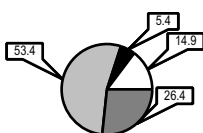
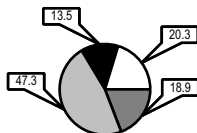
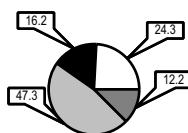
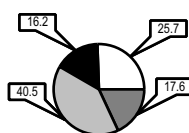
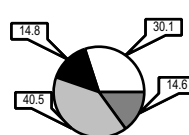
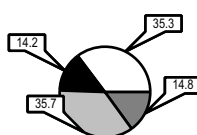
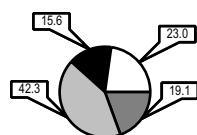
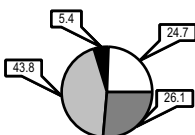
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	98.5
English 1	N/A	93.2
Biology 1/Applied Biology 2	N/A	76.9
Physical Science	N/A	24.6
All Subjects	100.0	96.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	158	95.6	13.3	53.8	27.3	5.6	46.2	Yes	Yes
Gender									
Male	89	93.3	18.8	58.8	20.0	2.5	31.3	N/A	N/A
Female	69	98.6	6.3	47.6	36.5	9.5	65.1	N/A	N/A
Racial/Ethnic Group									
White	135	96.3	10.6	53.7	29.3	6.5	49.6	Yes	Yes
African American	14	85.7	33.3	50.0	16.7	0.0	33.3	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	129	100.0	9.8	55.3	28.5	6.5	48.8	N/A	N/A
Disabled	29	75.9	35.0	45.0	20.0	0.0	30.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	95.6	13.3	53.8	27.3	5.6	46.2	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	95.5	12.1	54.6	27.7	5.7	46.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	76	90.8	22.1	58.8	17.6	1.5	32.4	Yes	Yes
Full-pay meals	82	100.0	5.3	49.3	36.0	9.3	58.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	158	95.6	18.2	48.3	19.6	14.0	46.2	Yes	Yes
Gender									
Male	89	93.3	18.8	47.5	22.5	11.3	41.3	N/A	N/A
Female	69	98.6	17.5	49.2	15.9	17.5	52.4	N/A	N/A
Racial/Ethnic Group									
White	135	96.3	13.8	51.2	20.3	14.6	48.8	Yes	Yes
African American	14	85.7	41.7	33.3	16.7	8.3	33.3	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	129	100.0	14.6	48.8	21.1	15.4	50.4	N/A	N/A
Disabled	29	75.9	40.0	45.0	10.0	5.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	95.6	18.2	48.3	19.6	14.0	46.2	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	95.5	17.7	48.2	19.9	14.2	46.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	76	90.8	25.0	51.5	13.2	10.3	42.6	Yes	Yes
Full-pay meals	82	100.0	12.0	45.3	25.3	17.3	49.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	158	99.4	24.3	47.3	12.2	16.2	28.4
Gender							
Male	89	98.9	25.0	42.9	15.5	16.7	32.1
Female	69	100.0	23.4	53.1	7.8	15.6	23.4
Racial/Ethnic Group							
White	135	99.3	19.8	48.4	13.5	18.3	31.7
African American	14	100.0	71.4	21.4	7.1	0.0	7.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	129	100.0	18.7	49.6	13.0	18.7	31.7
Disabled	29	96.6	52.0	36.0	8.0	4.0	12.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	99.4	24.3	47.3	12.2	16.2	28.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	99.4	24.7	46.6	12.3	16.4	28.8
Socio-Economic Status							
Subsidized meals	76	98.7	37.0	41.1	12.3	9.6	21.9
Full-pay meals	82	100.0	12.0	53.3	12.0	22.7	34.7

Social Studies							
All Students	158	99.4	25.7	40.5	17.6	16.2	33.8
Gender							
Male	89	98.9	23.8	38.1	20.2	17.9	38.1
Female	69	100.0	28.1	43.8	14.1	14.1	28.1
Racial/Ethnic Group							
White	135	99.3	22.2	42.1	19.0	16.7	35.7
African American	14	100.0	57.1	21.4	7.1	14.3	21.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	129	100.0	19.5	43.9	18.7	17.9	36.6
Disabled	29	96.6	56.0	24.0	12.0	8.0	20.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	158	99.4	25.7	40.5	17.6	16.2	33.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	99.4	25.3	40.4	17.8	16.4	34.2
Socio-Economic Status							
Subsidized meals	76	98.7	39.7	37.0	12.3	11.0	23.3
Full-pay meals	82	100.0	12.0	44.0	22.7	21.3	44.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	9.0	48.7	39.7	2.6	42.3
	8	95	99.0	15.6	45.6	33.3	5.6	38.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	80	95.0	18.8	50.7	24.6	5.8	30.4
	8	78	96.2	8.1	56.8	29.7	5.4	35.1
Mathematics								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	17.9	43.6	20.5	17.9	38.5
	8	95	100.0	17.8	53.3	23.3	5.6	28.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	80	95.0	15.9	53.6	23.2	7.2	30.4
	8	78	96.2	20.3	43.2	16.2	20.3	36.5
Science								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	21.8	37.2	24.4	16.7	41.0
	8	95	100.0	20.0	44.4	16.7	18.9	35.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	80	100.0	29.2	41.7	13.9	15.3	29.2
	8	78	98.7	19.7	52.6	10.5	17.1	27.6
Social Studies								
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	17.9	34.6	25.6	21.8	47.4
	8	95	100.0	23.3	51.1	17.8	7.8	25.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	80	100.0	29.2	41.7	16.7	12.5	29.2
	8	78	98.7	22.4	39.5	18.4	19.7	38.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 156)				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Down from 17.1%	23.3%	16.7%
Retention rate	0.0%	Down from 0.6%	2.2%	2.5%
Attendance rate	95.6%	Down from 96.1%	96.1%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	Down from 5.1%	2.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%	Up from 3.4%	2.2%	1.0%
Eligible for gifted and talented	27.8%	Up from 26.6%	22.0%	15.6%
On academic plans	33.3%	N/AV	33.5%	39.9%
On academic probation	13.8%	N/AV	0.5%	0.7%
With disabilities other than speech	18.9%	Up from 18.6%	12.2%	12.4%
Older than usual for grade	1.3%	Up from 0.6%	3.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	38.5%	No change	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.3%	N/A	5.6%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	4.8%	5.6%
Teachers returning from previous year	94.4%	Up from 93.3%	86.8%	84.6%
Teacher attendance rate	93.8%	Down from 96.6%	95.3%	94.8%
Average teacher salary	\$40,465	Up 2.1%	\$42,655	\$42,267
Prof. development days/teacher	10.7 days	Down from 14.6 days	12.0 days	11.9 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 21.1 to 1	22.5 to 1	21.1 to 1
Prime instructional time	88.2%	Down from 91.2%	89.8%	89.0%
Dollars spent per pupil*	\$7,133	Up 20.2%	\$5,841	\$6,243
Percent of expenditures for teacher salaries*	65.8%	Down from 66.5%	60.4%	59.8%
Percent of expenditures for instruction*	70.1%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	98.2%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Academically, seven students were recognized as SC Junior Scholars; others of our students received first, second, and honorable mention awards in the Sherlock Holmes Mystery writing contest. A seventh grade student competed in the national career development poetry contest, receiving second place ranking in the state. LJHS was also proud to have one of our students recognized as the School District One winner in the SC Lieutenant Governor's Essay Contest. The Battle of the Brains Team finished in the elite eight for the second consecutive year; 32 teams from five counties (Spartanburg, Greenville, Cherokee, Laurens and Union) compete in this contest sponsored by the Awake with Drake morning radio show and Spartanburg Mobile Meals.

The Polk County Foundation funded a grant for the Handz on Artz Program (\$7,000) to be shared by three area middle schools. This grant allowed our school the opportunity to be involved as follows: the student body was invited to experience two performances at the Tryon Fine Arts Center; LJHS also performed four programs at the Center to include: the musical, "Grease", "The Diary of Anne Frank", "Cinderella Complex", and a strings concert. These programs allowed students to perform on a professional stage outside of the school building, sharing their talents with the community.

The Guidance Department continued our Cardinal Clubhouse, Late Start, and Character Education Programs. Through Cardinal Clubhouse, students learned from teachers and guests about such special interests as debating, puppetry, chess, and first aid. In the Late Start Program, students were treated to a variety of career-related and inspirational speakers (such as pharmacy tech, sleep center nurse, surgical tech, Miss South Carolina, and Wofford Football Coach Mike Ayers). In the Character Education Program, the student body identified students and teachers as Good Characters based on the monthly character trait featured. This time allowed faculty members to share instructional strategies in staff development meetings.

John M. Hodge, Principal
Beth Pace, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	75	13
Percent satisfied with learning environment	100.0%	78.4%	76.9%
Percent satisfied with social and physical environment	100.0%	70.7%	69.2%
Percent satisfied with school-home relations	100.0%	77.8%	69.2%

*Only students at the highest middle school grade level at this school and their parents were included.